

# Education Half-Day Course, Programme

## Booklets and sheets:

- Guidelines and List
- Introductions
- 0 Grundtvig, Lenin
- 1 Freire and Buzan
- 2 Engels, Blunden and Lave
- SADTU 2030 Vision; Languages, Politics and Education
- 4 Gramsci, Some Aspects of the Southern Question, 1926
- Frantz Fanon

## Notes on The Classics:

This half-day course is derived from a ten-part CU course on Education that is intended to problematise education as indistinguishable from politics and inseparable class struggle, with all of the consequent implications.

Files in the full, ten-part course are at <https://sites.google.com/site/cu2012courses/23-education>

All the CU courses can be accessed from: <https://sites.google.com/site/cu2012courses/>

## General Guidelines for the CU Half-Day Schools

1. The purpose of the school is to generate *dialogue* among the participants
2. Avoid creating a “platform”. Use a “*boardroom*” set-up, or in a large hall with many people, create an “A” shape.
3. Have a chairperson, to limit the facilitator, to encourage the shy to speak, and to “*keep the pot boiling*”.
4. The facilitator’s job is to introduce the material and to leave the greater part (two thirds or three quarters) of the time to *discussion* by the participants.
5. The Half-Day Schools can take four hours or less. They can typically be done in three one-hour sessions, with breaks. Hence they are divided into *three* more-or-less equal parts (1, 2 and 3).
6. There is a short, optional, *warm-up* item (0) which can be used while people are arriving.
7. There is a *further reading* item (5), for handing out at the end.
8. The given *Introductions* may be printed and handed out, or not. They should not be used verbatim. They are only there to provide some hints and options. Priority is to connect.
9. The course *list* should be given out and circulated by e-mail to encourage even more reading.
10. If part of the reading for the *next school* can be dished out at the previous one, then there is the chance that some comrades will be better prepared.

## 4-Hour Format:

Welcome. Prologue (#0), if required, can be read aloud. Distribute material up to #3.

1. Freire and Buzan; +/- **One hour**. Break.
2. Engels, Blunden and Lave; +/- **One hour**. Break.
3. SADTU 2030 Vision; Languages; +/- **One hour**.

Announcements. Distribute #4 and list. Distribute material for next school.

## Education

<u>Ref. No.</u>	<u>Author</u>	<u>Document</u>	<u>Date</u>	<u>Words</u>	<u>Pages</u>
23-00-1	CU	<a href="#">Education Course, Intro Booklet 1 of 5</a>	2012	5487	20
23-00-2	CU	<a href="#">Education Course, Intro Booklet 2 of 5</a>	2012	5227	20
23-00-3	CU	<a href="#">Education Course, Intro Booklet 3 of 5</a>	2012	6469	20
23-00-4	CU	<a href="#">Education Course, Intro Booklet 4 of 5</a>	2012	4220	16
23-00-5	CU	<a href="#">Education Course, Intro Booklet 5 of 5</a>	2012	1816	8
23-01-1	Freire	<a href="#">Pedagogy of the Oppressed, Chapter 1</a>	1970	9395	20
23-01-2	Freire	<a href="#">Pedagogy of the Oppressed, C2, Glossary and Pol Ed</a>	1970	5236	12
23-01-3a	Freire	<a href="#">Pedagogy of The Oppressed, Chapter 3, part 1</a>	1970	6903	16
23-01-3b	Freire	<a href="#">Pedagogy of The Oppressed, Chapter 3, part 2</a>	1970	6619	16
23-01-4	Tony Buzan	<a href="#">Use Your Head (Conspectus by D Tweedie)</a>	1974	4186	12
23-02-1	Lenin	<a href="#">All-Russia Pol-Ed Workers Conference, Speech</a>	1920	3945	8
23-02-2	Vygotsky	<a href="#">The socialist alteration of man</a>	1930	4783	12
23-02-3	Cole	<a href="#">Phylogeny and cultural history in ontogeny</a>	2007	9678	24
23-02-4	Engels	<a href="#">Part played by Labour in Transition from Ape to Man</a>	1876	5544	12
23-03-1	Cole	<a href="#">Perspectives, Part 1, The Advent of Schooling</a>	2005	3549	12
23-03-2	Cole	<a href="#">Perspectives, Part 2, Post-Colonial Consequences</a>	2005	4816	16
23-03-3	Cole	<a href="#">Perspectives, Part 3, Way Forward</a>	2005	2312	8
23-03-4	Blunden	<a href="#">The Young Hegel and what drove him</a>	2007	4176	12
23-04-1	Grundtvig	<a href="#">The School for Life, Excerpt #1</a>	1838	3408	8
23-04-2	Grundtvig	<a href="#">The School for Life, Excerpt #2</a>	1838	2141	4
23-04-3	DuRand	<a href="#">Cuba, a Nation Becoming a University</a>	2005	2520	8
23-04-4	Fanon	<a href="#">Pitfalls of National Consciousness, Part III</a>	1961	6393	12
23-05-1	McLaren	<a href="#">Organic Intellectuals</a>	2005	10088	24
23-05-2	Guy	<a href="#">Umsebenzi Online, The Crisis in SA Education</a>	2012	1186	4
23-05-3	Rice	<a href="#">Educate to Liberate – SACP; Abolish Matric</a>	2013	1809	8
23-05-4a	Mikhailov	<a href="#">Education and State Power, Part 1</a>	2006	7383	16
23-05-4b	Mikhailov	<a href="#">Education and State Power, Part 2</a>	2006	7357	16
23-06-1	Jean Lave	<a href="#">Changing Practice</a>	2012	3039	8
23-06-2	Worthen	<a href="#">A Different Kind of Preparation for Work</a>	2012	2374	8
23-06-3	Vygotsky	<a href="#">Piaget's Theory of Child Language and Thought</a>	1932	5455	12
23-07-1	Blunden	<a href="#">Vygotsky's Theory of Child Development</a>	2011	5228	16
23-07-2	Piaget	<a href="#">Comments on Vygotsky's critical remarks</a>	1962	4604	12
23-07-3	SADTU	<a href="#">First Module of Assessment for Learning, Excerpts</a>	2012	2007	8
23-08-1a	ANC	<a href="#">January 8th Statement</a>	2013	5245	16
23-08-1b	Various	<a href="#">Compilation of statements, February-March</a>	2013	2007	8
23-08-2a	QLTC	<a href="#">Non-Negotiables</a>	2008	462	4
23-08-2b	SADTU	<a href="#">2030 Vision</a>	2010	5816	20
23-10-1	SACP	<a href="#">SARS on Education and on Political Education</a>	2012	649	4
23-10-2	SADTU	<a href="#">Unite Teachers, Parents, Learners and Communities</a>	2013	324	4

**Totals:**

173856    484